

Documents on Diplomacy: Lessons

Peace with a Curtain

- Standard: I. Culture
II. Time, Continuity, and Change
III. People, Places, and Environments
IV. Individual Development and Identity
V. Individuals, Groups, and Institutions
VII. Power, Authority, and Governance
IX. Global Connections
- Grade Level: 9–12 (analysis and representative art)
- Objectives: The student will:
- Choose a vocabulary term and apply key portions of Churchill's speech to that term
 - Show artistically the representation of that term from what they learned in the speech
 - Create a new kind of "iron curtain" for display in the classroom
- Time: 2 class periods
- Materials: Documents: **1946** *The Sinews of Peace*
- Resources: "Iron Curtain" CD Pattern
"Iron Curtain" Vocabulary Terms
"Iron Curtain" Political Cartoons
- Materials: Clear Plastic CD Covers (students should each bring one to class)
Permanent Markers
Pliers for cutting plastic
Strong glue for plastic
- Procedures:

Setting the Stage

In 1946, America's great wartime ally, Winston Churchill visited the United States. No longer Prime Minister, Churchill visited Missouri with his host, President Truman and fulfilled a speaking engagement at Westminster College in Fulton, Missouri. This speech defines a moment in history when the wartime allies shifted their focus to a new ideological and international political conflict—the Cold War. Historians on both sides of the conflict often describe this moment as the "start" of the Cold War.

Westminster College's president spoke first and awarded Churchill an honorary degree. He next introduced President Truman who introduced the former Prime Minister. A National Churchill Museum now exists in Fulton; check it out at:

<http://www.churchillmemorial.org/Pages/default.aspx>

Credit is given for this idea to Teacher Pam Yarborough at Lee Senior High School, Sanford, N.C., after she saw its use elsewhere and used the ideas to make a stained glass window for her room based on the *Canterbury Tales*.

Pre-Lesson

- 1.** Ask each student to bring the front cover of a clear plastic CD case, for use in a special project. If possible ask them to cut off the tabs that connect the front cover to the back before class. (Their parents may have the right cutter.)
- 2.** Print out the resource, *"Iron Curtain" Vocabulary Terms*, cut them into rectangles, and put them in a container from which the students will each draw one term. The sheet includes 20 vocabulary terms; provide one for each student.
- 3.** Check the markers, making sure you have all colors and that the markers are permanent.

Day One

- 1.** Check to see that everyone has brought a CD case cover and it is not cracked or broken.
- 2.** Direct them to each select one term from the container and return to their desks. Students should then write the word on the top of a piece of notebook paper.
- 3.** Hand out the document: *The Sinews of Peace* and ask them to read Churchill's famous speech looking for his explanation of the word they have chosen. They must read the entire speech.
- 4.** Students should write as much information as they can to explain their particular term on their notebook paper. Once they complete the reading, have them sketch—on the back of their paper—a pictorial interpretation of the notes they have taken. Those who finish reading earlier than others, must proceed directly to their sketch.
- 5.** As they finish reading and taking notes, explain that since this is Churchill's famous "iron curtain" speech, they will be creating a plastic curtain, for display, using the CD covers. [Students will glue them together later in the process.]
- 6.** Distribute the *"Iron Curtain" CD Pattern*, which includes directions for the construction of their artwork. Each student must include the "curtain" described in their finished piece.
- 7.** Ask the students to put the CD cover over their sketch and see if it fits inside the edges. If not, they should adjust or re-do the sketch.
- 8.** Remind them that they must include the curtain, but may place it on either side or in the center of their sketch.

9. Once their paper sketches are complete, allow the students to begin transferring their artwork on to the plastic CD covers, using the permanent markers. Students should include as much color as possible so that the curtain will look more like stained glass. Remind them to include both their term and their initials, following the written directions they have been given.

10. If they do not finish in class, allow them to finish at home.

Day Two

1. Make sure that all CDs have been returned and are complete.

2. Distribute the resource, *"Iron Curtain" Political Cartoons* and discuss what they see in the cartoons. What does the curtain look like? Who is involved with the curtain? What does it mean for future domestic policy?

3. After a short discussion, the person who has the phrase "Iron Curtain" will be in charge of gluing all the CD covers together to form a see-through plastic curtain, which will be displayed. Since there are 20 terms (or more depending on class size), there could be five rows of four or four rows of five.

4. It may become necessary to ask the vocational department to build a wood frame if there is no available wall space on which to lean the completed piece. Alternatively, support the piece with a piece of room furniture.

5. Everyone can assist with organization of the completed pieces. The students might want to put all the left-side curtains together with all of middle curtains together, etc. But ultimately the class will decide as they attach each part.

6. Advise students to use the glue with caution—no eye lids or fingers glued together. Allow enough time for the completed piece to dry flat.

Extension Activities:

1. Have students research the historical use of the terms: iron wall and iron curtain to try to determine which one historians say was used first. (Churchill had used it previously in telegrams to Truman.)

2. Let the students decide how else to put the CD covers together and for what use.

3. Using a post-World War II map, ask students to draw in the "curtain" in Europe. ■